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Information Literacy Lesson

March 5, 2013

C&I 445

In the first day of this mini-unit, students will work on the first steps of the Big 6 model (Task Definition, Information Seeking Strategies, Location & Access).

**Introduction:**

Every spring our 7th graders begin studying bacteria, viruses, parasites and the illnesses caused by these pathogens. This information literacy lessonis designed to be part of a weeklong project in which students will learn about different diseases. As a language arts teacher, I have never taught this unit or this lesson, however, if I am able to become my school’s media center specialist, as I hope to, I could easily implement this lesson with the 7th grade science teachers. Future plans aside, I collaborated with my team’s science teacher to create this lesson, and I believe he will be implementing it this spring.

This mini-unit is designed to follow the Big 6 research model. This specific lesson focuses on two steps in the Big 6 model, “ Location and Access and Use of Information.” In this lesson, students will collect information from a variety of sources. Eventually students will use this collected information to create a final research product.

This unit is designed to be presented by both the classroom teacher and the media center specialist. As our school operates on a block schedule, these lessons are designed to take approximately 30-45 minutes, or half a block. This gives the classroom teacher time to tend to other things on his agenda. This unit design also offers some flexibility in the amount of time we spend on this project; it could reasonably be completed in three days if necessary.

**Lesson 1:**

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| Teachers: | Aggie Ferris (Librarian) and Eric Boe (Science Teacher) |
| Grade Level: | 7th grade |
| Content Area: | Science, Bacteria and Virus unit |
| Big 6 Skills: | * Task Definition * Information Seeking Strategies |
| Standards (ISAIL): | * Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge * Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. * Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate collaboratively and productively as members of our democratic society. |
| Standards for 21st Century Learners (AASL) | * Inquire, think critically, and gain knowledge * Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge * Share knowledge and participate ethically and productively as members of our democratic society * Pursue personal and aesthetic growth |
| Objectives: | * Students will identify questions that will guide research * Students will brainstorm possible sources of answers to these questions * Students will ultimately take the information they collected and will create visual presentations to disseminate their information to a wide audience in the form of a PSA. |
| Materials: | * Typhoid Mary reading * Health Alert! Assignment Sheet * Projector/Smart Board/White board |
| Estimated Time: | 30+ minutes (approximately half a block class). |
| Introduction | **Anticipatory Set:**  We will begin with the question, “What kind of information would you need to stop a deadly or dangerous disease?” Students will brainstorm thoughts and I will write their ideas on the board. I will explain to students that in order to begin research, we have to identify the information we need and figure out where we will get that information.  **Objective:**  I will explain to students that before doctors can identify a disease, they have to know what to look for, as researchers, we have to know what information we need so we can locate it quickly and efficiently. We then need to think about where we can get this information. Today students will begin to see why knowledge of diseases and how they are spread is important. We will also identify potential sources of this information. |
|  | **Modeling:**  We will begin by reading the Typhoid Mary article (see attached) as a class. After reading the text, I will ask students, “If you were the health inspector trying to figure out the cause of the Typhoid outbreak, what questions would you need to ask to solve the case? What would you have to know to prevent future outbreaks?” If students struggle generating possible questions, I would give some examples.      **Guided Practice:**  Students then would discuss in small groups what questions they would ask to stop the spread of a disease. We then would share our questions with the class, and I would write them on the whiteboard.  Next, students would receive the “Health Alert!” assignment sheet (see attached). We will go over the expectations and the timeline for this assignment. Each group of students will then choose a disease off of the provided list. These diseases all have numerous student-friendly resources available. In small groups, students will brainstorm where we can find information about these diseases. I will list the possible sources they come up with on the board and modify the list of resources students will use for tomorrow’s lesson based on their responses. Some examples might include books, films, websites, and interviews with the school nurse, etc.  **Feedback:**  While students are brainstorming in groups, the classroom teacher and I will monitor groups and offer ideas, hints or clarification as needed.  **Independent Practice:**  Students will then list questions they have about their assigned diseases on the back of their Health Alert assignment sheet. |
| Conclusion | **Review:**  I will ask the class why asking questions might be important for a doctor or health engineer. Students will respond by explaining that questions guide research and can ultimately prevent outbreaks and illnesses. We will    **Preview:**  At the end of the class, if the classroom teacher opts to have students create PSAs for their final products, we will watch a sample PSA about childhood asthma. We will discuss what public service announcements are and what their purpose is. We will talk about what students think the next step in our research should be (accessing and using information). |
| Assessment: | * An informal assessment will take place when the teacher monitors students brainstorming sessions * If the classroom teacher chooses, students can create PSAs which can be formally assessed with a rubric (see attached) |

**Lesson 2:**

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| Teachers: | Aggie Ferris (Librarian) and Eric Boe (Science Teacher) |
| Grade Level: | 7th grade |
| Content Area: | Science, Bacteria and Virus unit |
| Big 6 Skills: | * Location and Access * Use of Information |
| Standards (ISAIL): | * Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge * Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. * Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate collaboratively and productively as members of our democratic society. |
| Standards for 21st Century Learners (AASL) | * Inquire, think critically, and gain knowledge * Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge * Share knowledge and participate ethically and productively as members of our democratic society * Pursue personal and aesthetic growth |
| Objectives: | * Students will locate sources with relevant information * Students will read and collect information from a variety of print, interviews and electronic sources. * Students will use a graphic organizer to take notes in order to organize information from multiple sources. * Students will ultimately take the information they collected and will create visual presentations to disseminate their information to a wide audience. |
| Materials: | * Typhoid Mary reading * Health Alert! Assignment Sheet * Resource lists * Books pulled from the library for student use * Note-taking graphic organizer * Projector/Smart Board/White board * Laptops for research   Optional:   * Blank story board graphic organizers * Sample PSA clips from the Ad Council * PSA rubric |
| Estimated Time: | 30+ minutes (approximately half a block class). |
| Introduction | **Anticipatory Set:**  Students watch *Typhoid Mary: The Most Dangerous Woman in America* trailer  <http://www.videodetective.com/movies/nova-typhoid-mary-the-most-dangerous-woman-in-america/340921>. We will review the Typhoid Mary reading students completed in the previous day’s lesson. I will explain that today we will be focusing on one very important research skill, “Use of information.” I will ask students how they think information about Typhoid Mary could have been used to prevent an outbreak.  **Objective:**  I will explain to students that asking questions and searching for information are important skills. The public health department and Dr. Soper had to ask questions and pursue information in order to figure out who was responsible for the Typhoid outbreak. Today, infectious disease outbreaks aren’t as common as they once were, but the outbreaks that do happen are often preventable. Today, they will be responsible for finding and collecting information that they can use to prevent a future outbreak. |
|  | **Modeling:**  We will refer back to the Typhoid Mary article we read during the previous class. I will share with students the questions they came up with during the previous day’s lesson. I will have copied these back onto the board.  Possible questions might include   * What causes this disease? * How is this disease spread? * How can this disease be prevented? * What are the symptoms of this disease? * Is there a cure for this disease? Or a treatment? * What happens if this disease is untreated? * Where is this disease found? * Are there any famous cases or outbreaks?   **Guided Practice:**  Using a Smart Board, or a projector depending on the technology available, I will model note-taking with our graphic organizer using the Typhoid Mary article. As a class, we will brainstorm questions we would like answered about our assigned diseases. I will pass out the note taking graphic organizer. We will write these down on the final page of the graphic organizer, “Questions we want answered.” I will walk around the room at this time with the classroom teacher and make sure students are copying down questions from the board, and adding new questions to their lists as well. Next, I will distribute a list of possible resources to each group. Ideally, I will be able to add to or modify this list based on the sources they brainstormed during our previous lesson.  After copying down questions, each group will select 5-6 questions they want answered about their assigned disease. They will write these questions down in the column “Questions I want answered” on their graphic organizers. I will model note taking for the first question, “What causes this disease” with information gleamed from the Typhoid Mary article we read. Students will watch as I fill in the middle column of my graphic organizer, “Answers” with information from the article. Students will then watch me fill in basic source information about the article (author, title, website, etc.) I will explain that good information can be confirmed with more than one source, so if I was doing my project on Typhoid, I would need to find an additional source that confirms the information I wrote down.  **Feedback:**  In the next portion of class, students will begin to take notes using their graphic organizers. I will guide students, help them locate information to answer their questions and troubleshoot technology issues during this time. The classroom teacher and I will collaborate and decide who should work or monitor which students or skills to help students meet their learning goals. I will periodically pause the lesson to tell students what they are doing well.  **Independent Practice:**  At this point I will also allow one student per group to come and pick up a laptop for their group to use. Students will then begin to take notes using their graphic organizers. During this time, the classroom teacher and I will visit different groups and walk around the room to assist students and monitor, and offer small group instruction. |
| Conclusion | **Review:**  At the end of our day’s allotted time, I will collect students’ disease graphic organizers to go over and informally note if any adjustments need to be made to the lesson. I will then ask students what questions they feel they still need to answer. Are there any additional questions they would like to ask about their assigned diseases? Was there anything really interesting they would like to share with the class? We will write these questions down in journal entries and attempt to answer them when we complete our research on Day 3. I will read the journals and tailor the following day’s lesson based on student responses.  **Preview:**  I will tell students that tomorrow they will complete their information gathering and will begin the process of synthesizing or creating a product to share the information they have found. I will remind them that after Typhoid Mary’s case they had to educate Mary and the public about how to prevent Typhoid. They will need to do the same thing with their assigned disease. At the science teacher’s discretion, we will work on a PSA, brochure, or other approved research product. |
| Assessment: | * An informal assessment will take place when the teacher views student note * An additional informal assessment will be made based on the storyboard students create for their PSAs on day 3 of this unit * If the classroom teacher chooses, students can create PSAs which can be formally assessed with a rubric (see attached) |

**Future Lesson(s)**

Following our note taking lesson, students will continue researching as needed during subsequent class periods. The main focus of lessons following up our “Use of Information” lesson will focus on “Synthesis.” Students will begin planning the product(s) they will use to share the information they have collected. This is something I would discuss with the classroom teacher. If he believes students would benefit from choosing their final products, they certainly could. If he wanted to offer options, we could present those together and make them appealing. My original concept for this lesson was that students would create public service announcements about their assigned diseases. If my cooperating teacher wanted students to create this final product, I would provide the following and work with the cooperating teacher to help students navigate the technology (MovieMaker, Pixorial, iMovie, Animoto, etc.)

I would begin by explaining what public service announcements are. As a class we would watch several clips provided by the Ad Council. We would then talk about the purpose of PSAs. I would then model a PSA storyboard using the Storyboard graphic organizer based on the article about Typhoid Mary. I would help the classroom teacher supervise and would assist in instruction as students created their storyboards and began using the relevant technologies to create their PSAs. I would also include a mini-lesson about citing sources in our PSAs, and I would show students how to include them in their videos. I would also help the teacher eventually stage a screening for our PSA debuts! Depending on the classroom teacher’s investment, I would help with the process until the final products are complete. I would then provide a rubric for evaluating PSAs. I would ask that students self evaluate and that the teacher and I evaluate the PSAs as well. Students will have a film premier for their PSAs. During the premier they will fill out a rubric evaluating their own video. Students will also briefly journal to reflect upon the research process, answer questions like, which step(s) in the research process were the most challenging and why?

* Website explaining what PSAs are:

<http://ctb.ku.edu/en/tablecontents/sub_section_main_1065.aspx>

* Samples of PSAs from the Ad Council:

<http://www.adcouncil.org/Our-Work/Current-Work/Health>

* PSA Graphic Organizer:

<http://www.scholastic.com/drive2life/pdf/NRSF_612_Graphic%20Organizer.pdf>

**Resource List**

*These are the print resources available in our school library. Depending on class sizes and teacher needs, I would request extra books from other schools or local libraries as needed.*

* Abramovitz, Melissa. *West Nile Virus*. San Diego: Thomas Gale, 2004.
* Margules, Phillip. *Epidemics, Deadly Diseases Throughout History: Diptheria*.

New York: The Rosen Publishing Group, Inc., 2005.

* Saffer, Barbara. *Smallpox*. New York: Thomas Gale, 2003. San Diego.
* Shader, Laurel and Jon Zonderman. *Mononucleosis and Other Infectious*

*Diseases*. New York: Chelsea House Publishers, 1989.

* Silverstein, Alvin. *Polio*. Berkeley Heights, New Jersey: 2001, 2001.
* —. *The Tuberculosis Update*. Berkeley Heights, New Jersey: Enslow

Pubishers, Inc., 2006.

*These are student friendly websites that might help students locate the information they are looking for.*

* World Health Organization website

<http://www.who.int/topics/infectious_diseases/en/>

* National Institutes of Health website

<http://www.nlm.nih.gov/medlineplus/infectiousdiseases.html>

* Centers of Disease Control website

<http://www.cdc.gov/DiseasesConditions/>

* 10 Worst Epidemics: Discover Science website

<http://dsc.discovery.com/tv-shows/curiosity/topics/10-worst-epidemics.htm>

* Epidemic articles from the New York Times

<http://topics.nytimes.com/topics/news/health/diseasesconditionsandhealthtopics/epidemics/index.html>

* National Geographic articles about Diseases

<http://science.nationalgeographic.com/science/health-and-human-body/human-diseases/>

**Typhoid Mary Reading**

Typhoid Mary

Typhoid fever isn't­ a p­retty disease. Painful diarrhea, high fever, nasty red rashes and sleeplessness typically characterize the illness. Left untreated, typhoid can result in death. Salmonella typhi, the parasite that causes typhoid fever, spreads through water and food, making the disease highly contagious. Those who don't know the whole story are quick to blame one individual, known to history as Typhoid Mary, for intentionally spreading the deadly illness. As we'll see, the truth is a little more complicated.



In turn-of-the-century New York City, typhoid was a growing problem. The Department of Health had a lot on its plate; in addition to typhoid, it was trying to quell out­breaks of smallpox, tuberculosis, diphtheria and whooping cough that were sweeping through the area (NOVA). Luckily, scientists had developed a sophisticated understanding of microbial diseases and how they spread -- even if everyone in the lay public didn't quite grasp all of it yet.

The Department of Health knew what caused typhoid, but dealing with the spread of the disease was another question altogether. It's a question that plagues us to this day. It's no longer considered humane to simply cast contagious disease victims out of society and into the wilderness to fend for themselves. What exactly to do with them remains controversial. Authorities must walk the line between keeping their societies safe from debilitating illness and infringing on the victims' personal rights. This controversy reached a fever pitch in early 20th-century New York when it came to one individual.

It might surprise you to learn that this fervor revolved around someone who was actually immune to typhoid. Though it's uncommon, some people are naturally immune to the illness, meaning they can carry the parasite and never suffer from a single symptom. Nevertheless, these people can just as easily spread the disease to others. This was the case for one Mary Mallon, aka Typhoid Mary. She was in the wrong place at the wrong time as well as in the worst possible occupation for a carrier of typhoid: She was a cook.

Mary Mallon was born in Ireland in 1869. When she was a young teenager, she left for New York City, where she lived with her aunt and uncle until their death. Despite being alone in a large metropolis in a new country, Mary learned to make a good living as a servant in various households. By her 30s, she earned a position as cook, in which she served a dessert of ice cream and peaches that was to die for (quite literally, as we'll see).

When typhoid fever broke out in the upscale Oyster Bay community, one family brought in Dr. George A. Soper, an epidemiologist and sanitation engineer, to investigate what was going on. He was well-versed in the disease and aware of cases involving immune carriers. He asked the family for details about their eating habits as well as the staff who prepared their food. He investigated the possibilities that the illness transferred through oysters or that the sewage pipes could have tainted the drinking water.

When these proved dead ends, he focused on the kitchen staff. He finally pinpointed Mary as the likely culprit. After investigating her work history, he found that the families she worked for in the past had suffered from typhoid outbreaks as well. Had she used the bathroom without washing her hands and then prepared food for the family, she would've been able to spread the disease. Soper learned that most of the food she served was cooked (and thus probably safe from typhoid) but that her trademark ice cream and peaches dessert could have very likely infected the family. By this time, however, she was no longer working with the family that had hired Soper. And because she never left forwarding addresses when she left a household, it took some sleuthing to track her down.

When Soper did find her, the tough Irish cook was unwilling to cooperate. Soper tried explaining to Mary that she was infecting families with her cooking and that he needed to check her feces and urine for the disease. He may have explained the situation indelicately, however, because the story goes that before he could finish, Mary chased Soper from her kitchen with a carving fork.

Nevertheless, Soper was determined to test her for the illness, even if he had to drag her away kicking and screaming -- which was exactly what happened.

Realizing that Mary wasn't going to give up easily, Soper went to New York's Departmen­t of Health with his evidence and quickly convinced officials to dispatch an inspector, an ambulance and a few policemen to bring her in. Again, she slipped through their fingers and fled through the house after she answered the door. After a three-hour search, they finally found her. As they dragged her away, as she fought tooth and nail -- a female inspector even had to sit on her for the trip over to the hospital (Gordon).

After testing her, it was confirmed that Mary did carry the parasite. The Department of Health offered her a deal: If she promised to give up cooking, they'd let her go. Mary obstinately refused to promise anything. So to protect the public, she was sent to North Brother Island to be quarantined in 1907.

In the meantime, the press latched on to the story and dubbed her "Typhoid Mary." While some people were outraged at what they perceived as a violation of Mary's civil liberties, the newspapers mostly painted her as a menace to society. One illustration depicted her breaking egg-sized skulls into a skillet.

After three years of detention, a new health commissioner came into office and released Mary under the condition that she never work again as a cook. A few years later, the Department of Health brought in Dr. Soper to investigate another typhoid outbreak, this time at New York City's Sloan Hospital. Soper discovered Mary herself among the kitchen staff there. Authorities took her back to the quarantine island, this time without a fight. She remained on the island until her death, 26 years later.

History isn't kind to Mary Mallon. One could argue that Mary heartlessly pursued her culinary career despite the knowledge that she was unleashing typhoid fever on others. However, some point out that the matter was more complicated. That she didn't show symptoms suggests that she might not have believed what the experts were telling her about her dissemination of the disease. It's hard to believe that she didn't see a connection in the outbreaks that followed her around. To this day, historians struggle to sketch her true character and motivations.



A nurse recieves a typhoid vaccination in 1915. Even if she's eating something Typhoid Mary serves up, she should be safe.

**Sources**

* ­Gordo­n, John Steele. "The passion of Typhoid Mary." American Heritage. May/June 1994, Vol. 45, Issue 3.
* Leavitt, Judith Walzer. "Tyhpoid Mary: Captive to the Public's Health." Beacon Press, 1997. (Feb. 5, 2009) http://books.google.com/books?id=Fow5cxqJxukC
* NOVA. "Transcripts: The Most Dangerous Woman in America." PBS. Oct. 12, 2004. (Feb. 7, 2009) http://www.pbs.org/wgbh/nova/transcripts/3115\_typhoid.html
* Williams, Geoff. "Recipe for disaster: How Mary Mallon became Typhoid Mary." Biography; Dec. 1997 Vol. 1, Issue 12.

Discovery Education. How Stuff Works: Typhoid Mary. Retrieved February 25, 2013, from http://history.howstuffworks.com/historical-figures/typhoid-mary1.htm

**Health Alert!**

**C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0186002.wmf**

There is an outbreak of a highly infectious disease in Plainfield! Your job as a health engineer is to collect information about the disease, and then share the information through a Public Service Announcement.

Procedure:

1. Pick a disease from the list below.

2. Research the disease. Take notes using the Infectious Disease Graphic Organizer. Make sure you write down your sources.

3. Plan your PSA using a Story board.

4. Share your PSA and evaluate it.

Timeline:

This project will take place during class this week. We will spend approximately half of every class period working on this project. Your PSA will be completed in class with your group, but you are welcome to use additional time outside of class to research your topic.

**List of Diseases:**

Black Death

Meningitis

Anthrax

Mononucleosis

Salmonella

Botulism

Cholera

Strep

Influenza

Yellow Fever

Polio

**PSA Graphic Organizer**

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SFX: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SFX: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superscript: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Superscript: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PSA Rubric**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 1 | 2 | 3 | 4 |
| Content | The PSA is not accurate or correct | The PSA is accurate, but does not provide enough information | The PSA is accurate and provides all relevant information | The PSA is interesting, accurate and provides all necessary information |
| Citations | The PSA does not cite sources. The PSA blatantly copies information | The PSA is original, but the material is not properly cited | The PSA correctly cites all sources, but there are minor issues with the citation style | The PSA correctly cites all of their sources |
| Collaboration | Student did not listen to, share with or support others in their group | Student often listened and shared with the group, but was not always a good group member | Student usually listens to, shares with and supports group members | Student is supportive of group members and a good listener. Student encourages other students to work together |
| Persuasive Technique | PSA contains no effective persuasive strategies. The storyboard was not complete | PSA contains few effective persuasive strategies. The storyboard was partially complete | PSA contains effective persuasive strategies. Storyboard was completed | PSA contains several effective persuasive strategies. The Storyboard was completed. Tone is used to convey emotion. |

Total: /16